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ABSTRACT

This booklet, developed for persons interested in exemplary programs to improve vocational guidance and counseling, reviews currently funded projects in the field of vocational guidance. The document contains abstracts from 39 exemplary projects in vocational guidance and counseling in the state of Virginia. Included are abstracts from 7 projects dealing with business/industry/guidance exchange programs; 21 projects concerned with the implementation of microcomputer vocational guidance services; 5 projects at the middle school level; and 6 projects for persons with special needs. For each project, the objectives are listed, the procedure for implementation is outlined, and the project's contribution to vocational guidance is discussed. A directory giving names, addresses, and telephone numbers of local project directors as well as schools, institutions or agencies receiving funding is included. (NRB)

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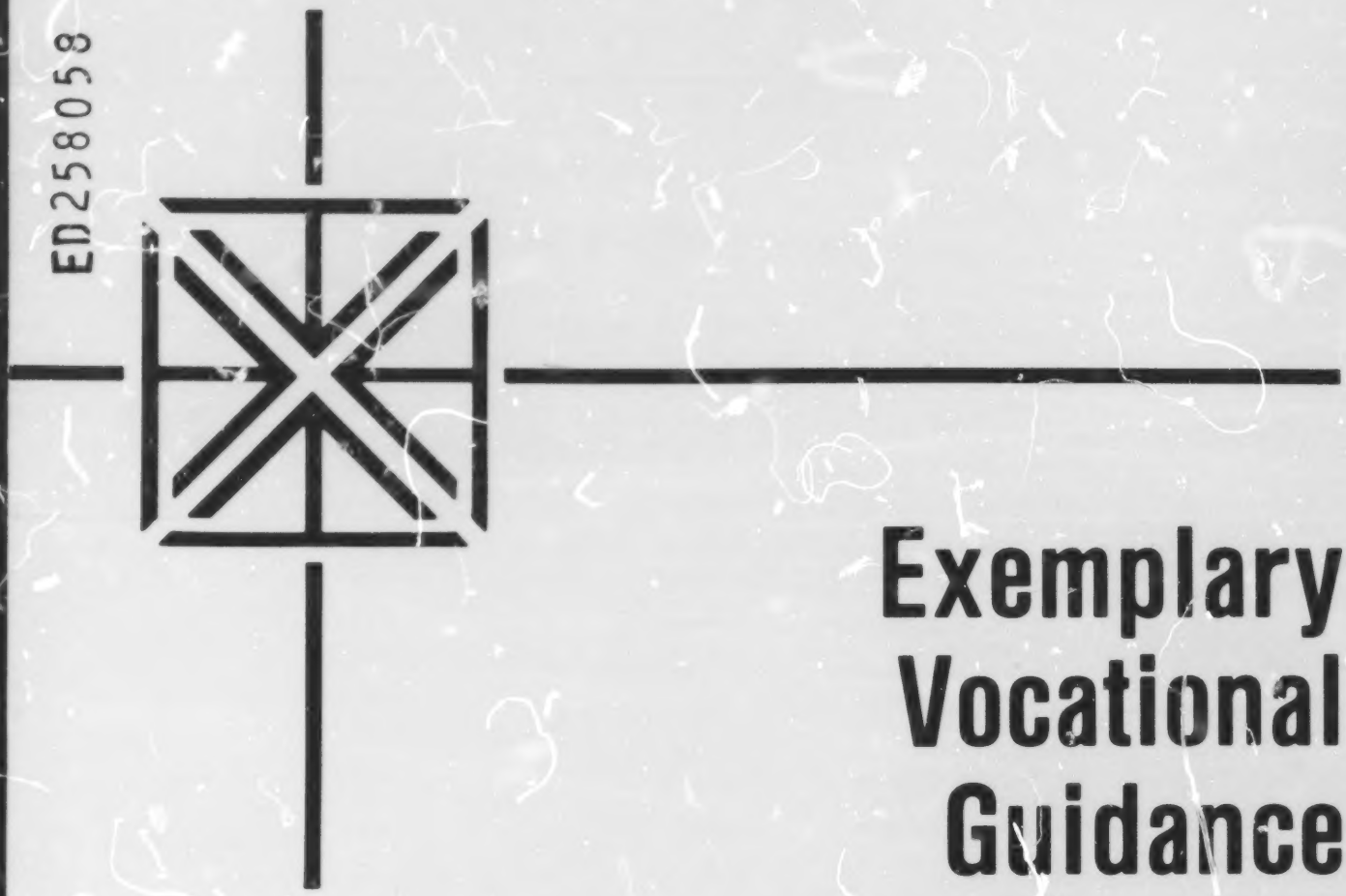

Exemplary Vocational Guidance Projects

in Virginia

(1984-1985 Project Abstracts)

CG 018260

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INTRODUCTION

During the 1984-85 school year, 41 exemplary vocational guidance and counseling projects were funded in the Commonwealth of Virginia through Title II (Vocational Education) of Public Law 94-482. The projects were designed to improve vocational guidance and counseling services through (1) the implementation of microcomputer vocational guidance services, (2) improving services for persons with special needs, (3) improving middle school vocational guidance programs, and (4) through business/industry/guidance exchange programs.

Enclosed are abstracts of the projects to improve vocational guidance for special needs persons and of those to improve vocational guidance programs in middle schools. A directory of the school, institution, or agency receiving funding is also given with the names, addresses, and phone numbers of project directors. The reader is encouraged to contact any of these persons for more information.

This booklet has been developed for persons interested in exemplary programs to improve vocational guidance and counseling with the hope that others will learn and benefit from the funded programs. The overall supervision of these grants is provided by the College of Education at Virginia Tech, Blacksburg, Virginia through an administrative project entitled, Virginia Vocational Guidance Projects (VVGP). Thomas H. Hohenshil is Director of VVGP and Carolyn Maddy-Bernstein is Co-Director.

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IMPROVING

VOCATIONAL GUIDANCE AND COUNSELING

BY IMPLEMENTING

BUSINESS/INDUSTRY/GUIDANCE EXCHANGE PROGRAMS

ABSTRACT

ARLINGTON BUSINESS/INDUSTRY/EDUCATION EXCHANGE

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Objectives:

1. To conduct a series of 5-6 business/industry/education exchange visitations in collaboration with the Arlington Chamber of Commerce and the Arlington County Division of Economic Development.

2. To increase teacher and counselor knowledge of present and projected local economic development patterns, occupational structures, workforce characteristics, and opportunities for entry-level employment.

3. To provide first hand opportunities for employers to identify desirable employee work habits and attitudes and basic communication, academic, and technical competencies necessary for job success and career advancement.

4. To alert teachers and counselors to specific marketable skills, attitudes and knowledge often lacked by entry-level job applicants and employees.

5. To provide opportunities for teachers and counselors to observe actual work environments or procedures.

Procedure for Implementation:

1. Identify resources. Outline plans. Determine planning needs and roles. Publicize program. Prepare attitudinal surveys and guidelines. Schedule participants on master plan. Arrange exchanges.

2. Confirm and refine arrangements. Conduct and evaluate exchange visitations. Distribute follow-up correspondence and attitudinal survey. Prepare reports. Publicize activities.

3. Evaluate project. Prepare list of suggested follow-up activities based on project findings. Distribute lists to all participants. Prepare and submit final report.

Contribution to Vocational Guidance:

The divisive impacts of accelerating technological advances, shifting demographics, and public policy change on the "worlds" of work and school are well documented. At the extreme, one world demands new technologies, new techniques, and new teams. The other mandates new standards, new strategies, and "new" basic skills. Caught in the lag are counselors and their students who must bridge the ever-widening gaps between what is learned in the classroom and required at work.

The Arlington Business/Industry/Education Exchange Project (BIEE) is based on the assumption that 1) all students need to see the practical applications of academic knowledge, 2) all students need to develop pre-employment skills and knowledge, 3) all students need to develop the life-long learning skills needed to adapt to the ever-changing world of work, and 4) all teachers and employers can play new roles in support of vocational guidance and career education programs designed to help students toward successful entrance into the world of work.

ABSTRACT

SCHOOL TECHNOLOGY EXCHANGE PROGRAM (BIG - STEP)

James Madison University

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Objectives:

1. To plan and organize a "Business/Industry Input Session" (eight hour) that will provide select educators an opportunity to hear the concerns and recommendations of the private sector regarding educational preparation for new and advanced technology.

2. To plan and organize a forty (40) hour shadowing experience in industry for ten teams of counselors and vocational teachers.

3. To supervise the development of teaching and/or counseling units and aids which will be demonstrated and evaluated by business and industry representatives as to their appropriateness for use with high school students.

4. To plan and organize a "School/Technology Input Session" (eight hour) to demonstrate teaching and/or counseling units and aids and to provide input from educators regarding educational preparation for new and advanced technology.

5. To plan and organize a "School/Technology Exchange Forum" (four hour) that will provide vocational teacher educators and counselor educators an opportunity to interact with business/industry representatives and from the new High Technology Center at James Madison University.

6. To develop a handbook for use by school administrators to organize and conduct school technology exchange programs for counselors and vocational teachers in their local business/industry community.

Procedure for Implementation:

1. Prepare project participant recruitment brochure and cover letter for mailing to LEAs.

2. Select twenty exchange program participants with preference given to vocational teacher/counselor teams from same school.

3. Select business and industry consultants to conduct "Business/Industry Input Session." Arrange, conduct, and evaluate a three-hour, tuition-paid course for BIG-Step participants.

4. Prepare procedure and monitoring forms for shadowing experience, including a "Participant Shadowing Experience Survey Instrument."

5. Conduct and evaluate shadowing experiences.

6. Participants prepare New Technology teaching or counselors units and aids.

7. Plan, conduct, and evaluate a one-day "School/Technology Input Session."

8. Plan and conduct a "School Technology Exchange Forum" for high school, community college, and university vocational education and guidance personnel in JMU service region.

9. Select from business/industry representatives, university faculty, and staff of High Technology Center at JMU consultants for "School/Technology Exchange Forum."

10. Construct and disseminate a "School/Technology Exchange Program Handbook" to all vocational directors, State Department of Education supervising staff, and teacher/counselor educators.

Contribution to Vocational Guidance:

The completion of this project should result in the following contributions to vocational education and counseling:

1. An awareness by vocational teachers and counselors of the impact of new technologies on career exploration and career preparation programs.

2. An increased level of communication between vocational teachers, guidance personnel, and business/industry personnel on educational issues created by new technologies.

3. An awareness by vocational teacher educators and counselor educators of the issues created by new technologies concerning the training of vocational teachers and school guidance personnel.

4. A model which local educational agencies could follow to implement Business/Industry/Guidance exchange programs in local settings.

ABSTRACT

UTILIZING TECHNOLOGICAL AND HUMAN RESOURCES TO IMPROVE VOCATIONAL GUIDANCE AND COUNSELING

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Objectives:

This project is designed to influence students' career/vocational development (exploration, decision-making and world-of-work information skills) through planned computer-assisted and exploration activities.

1. To provide opportunities for eighth and ninth graders to develop planning skills as they related to career decisions.

2. Using computer technology, eighth and ninth graders will become more knowledgeable about the world-of-work.

3. To provide exploration experiences (e.g., shadowing, career fairs, on-site observation).

4. To increase linkages between industry, business and education.

5. To provide opportunities for parents to become involved in their children's career decision making.

Procedure for Implementation:

1. Administer appropriate career development inventories to determine level of career maturity for the group of students involved.

2. Involve students in preparatory experiences, such as computer assisted career exploration, on-site observations, shadowing, career fairs, field trips. Provide parents an opportunity for exchange about their role as an influence in career decision making.

3. Engage students in post testing to measure the change, if any, in their levels of career maturity.

4. Use checklists to solicit parents' and school administrators' perceptions of the value of the experience.

Contribution to Vocational Guidance:

This project will allow eighth and ninth graders opportunities to explore occupations early enough in their secondary school years to make a difference. The structure of the program will enhance chances for increased career maturity. It will encourage students' to plan more wisely and enlighten them about education/ training options which they can consider.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING
BY DEVELOPING BUSINESS/INDUSTRY/GUIDANCE EXCHANGE PROGRAMS

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Objectives:

1. To develop a computer software program with two functions: a) An "Occupational/Employment File" containing information about local business and industries providing services and/or products related to occupational/technical programs of study at Tidewater Community College/Virginia Beach Campus, and b) A "Community Resource Directory."

2. To plan and conduct two in-service activities designed to instruct the Tidewater Community College/Virginia Beach Campus Student Services staff in the use of the microcomputer programs.

3. To plan and conduct five information seminars designed to acquaint the campus' faculty and division chairpersons with the use of the microcomputer programs.

4. To promote, through a variety of activities, the microcomputer as a new high technological resource in the campus Career Resource Center.

5. To plan and implement two career fairs for Tidewater Community College students, area high school students, and community residents to increase awareness of various occupational fields and local employers; and also to provide companies an opportunity to recruit employees and gain public exposure.

Procedure for Implementation:

1. Through the use of Chamber of Commerce resource, local advisory committees and the Virginia Employment Commission, identify and research local business and industry organizations which would be potential employers for Tidewater Community College/Virginia Beach Campus occupational/technical students. From questionnaires, determine at least 100 organizations willing to provide information for the "Occupational/Employment File" and participate in the "Community Resource Director" services.

2. Develop a software program to store and to make readily accessible information gathered through data collection. Design Users' Instruction Guide, evaluations and promotional materials for the program. Plan training sessions to instruct key personnel in the use of the system.

3. Conduct training activities for counselors, co-operative education staff, and faculty. Conduct several informational presentations to orientation classes, clubs, high school guidance counselors. Advertize and promote the microcompuer through a variety of media resources.

4. Plan and implement two career fairs representing occupations related to occupational/technical programs of study at Tidewater Community College/Virginia Beach Campus. Prepare and conduct three workshops to be incorporated into the fairs. Host receptions for business and industry participants following each fair. Conduct a follow-up study to determine the number of participants being hired as a result of this activity.

Contribution to Vocational Guidance:

Successful career decision making requires a comprehensive self assessment encompassing skills, interests, personality traits, goals and values as well as accurate knowledge and understanding of employment outlook, work environments, job requirements and employer expectations. At Tidewater Community College/Virginia Beach Campus, there currently exists through individual counseling and group seminars the opportunity to gain self-awareness; however, the component of occupational/employment information, particularly at the local level, is deficient. This project will make readily accessible this type of information through the use of a computer software program and two career fairs. The career planning of Tidewater Community College/ Virginia Beach Campus students, area high school students and

community residents who participate in the program should be significantly enhanced. Participants will be afforded opportunities for practical experience and/or first hand knowledge about occupations and local employers. The campus Student Services staff and faculty will be provided a high technological resource to improve their career guidance of students.

ABSTRACT

CHARLOTTESVILLE/ALBERMARLE SCHOOL-BUSINESS COOPERATION PROJECT

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Objectives:

The general objective of this project is to create a means for school and business representatives to join and cooperate in developing a plan for increasing the effectiveness of vocational guidance at a local level. The objective will be accomplished by training a group of business and school persons in the benefits, models and methods of establishing a cooperative effort to improve vocational guidance in the area schools. The specific objectives are:

1. Create group of business and school leaders who have been trained in methods and models of school-business cooperative vocational guidance programs.

2. From this group, produce a set of guidelines and recommendations for a cooperative school and business effort to improve vocational counseling in the Charlottesville/Albermarle area.

Procedure for Implementation:

1. School leaders will be nominated by superintendents to participate in the projects. Individuals from the business community will be selected by contacting personnel directors from the ten largest businesses in the Charlottesville/Albermarle area.

2. This group will be trained in different methods and models of school-business cooperative vocational guidance programs by project staff and by individuals who have spearheaded such ventures from other parts of the state and country.

3. This group will then be given the task of outlining a joint vocational guidance program that will meet the needs of the Charlottesville/Albermarle area. This plan will be available for dissemination to other areas.

Contribution to Vocational Guidance:

This project will contribute to vocational education by 1) providing the Charlottesville/Albermarle area with a new resource for expanding the scope and quality of vocational guidance, 2) providing a model of school-business cooperation that has been developed by local resources and that can be applied to communites with similar characteristics and resources as Charlottesville/Albemarle, and 3) providing encouragement to other school systems by demonstrating that such a cooperative effort is possible.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING
AT VIRGINIA COMMONWEALTH UNIVERSITY
THROUGH BUSINESS/INDUSTRY/GUIDANCE EXCHANGE PROGRAMS

Project Director(s):

Ms. Jean M. Yerian
Director
Career Planning & Placement
Virginia Commonwealth University
901 W. Franklin
Richmond, VA 23284-0001
(804) 257-1645
SCATS 327-1645

Objectives:

1. To provide educators and students with opportunities to learn more about the occupational structure of their community, state, and nation.

2. To provide employers with opportunities to interact with both educators and students.

3. To involve alumni with the career explorations of current students.

4. To provide activities for students to explore careers in terms of skill development, thus linking the academic task to career planning.

5. To use classroom resources for the development and dissemination of career materials and networking information.

6. To plan and implement a career fair on campus for both student and faculty/staff instruction.

Procedure for Implementation:

1. Secure the cooperation of faculty and alumni in the project's goals.

2. Pair educators with employers and facilitate an exchange within the pairs.

3. Include students in the educators' classrooms, structuring informational interviewing opportunities with alumni.

4. Review submitted student papers and allow students to select papers for publication and alumni for a career fair.

5. Publish career booklet and hold career fair as direct outcomes of the student interviewing.

6. Examine the project for continuation/replication.

Contribution to Vocational Guidance:

Virginia Commonwealth University students would have a classroom avenue of introduction to the career planning process. In addition to this new approach, there would be the pamphlets which Career Planning and Placement could use with current and prospective students and with faculty/staff and alumni. (The career cycle pamphlet would include a tie-in with Virginia VIEW, providing continuity with the 1983-84 microcomputer grant.) If the program were to prove successful, it could be readily modified for use in other educational settings. Since VCU attracts such a cross-section of students, the project should be easily tranferable.

ABSTRACT

PROMOTING VOCATIONAL CAREER DEVELOPMENT THROUGH OBSERVATION AND DOCUMENTATION OF BUSINESS AND INDUSTRY AT WORK

Wytheville Community College

Project Director(s):

Dr. Thomas L. Barnes
Director of Student Services
Wytheville Community College
1000 E. Main Street
Wytheville, VA 24382
(703) 228-5541
SCATS 676-4121

Objectives:

1. To provide high school and community college students and faculty the opportunity to visit work sites to gain first hand knowledge about the work environment and educational requirements in career fields of interest.

2. To increase counselor knowledge of actual work environments in various career fields and update knowledge on career development processes and dissemination methods.

3. To plan and implement open house and orientation programs to the new Wytheville Community College Career and Placement Center for area employers and high school counselors.

4. To produce and disseminate an updated and expanded edition of the WCC Employer Directory.

Procedure for Implementation:

1. Contact businesses/industries to set up the career and work observation tours. Have counselors contact their subjects for the shadowing experiences. Mail out employer directory sheets to past participants and make appointments to visit with prospective participants.

2. The student tours, shadowing and data collection for the employer directory should be well underway. Mail part of directory to Vocational Education Department for approval.

3. The completion of the tours and collection of evaluation data on all projects. Collate and bind the log and reaction sheets from counselors' shadowing experiences. Order recommended career materials. Print, bind and disseminate employer directory. Complete final grant report.

Contribution to Vocational Guidance:

In order for students of vocational programs to bridge the gap between educational theory and actual practice, visiting a business/industrial environment can be very effective. The grant seeks to present reinforcement experiences to show purpose and direction to students' vocational training. The employment directory will present a realistic view of the actual occupational possibilities in the region which helps to develop a more knowledgeable vocational constituency. The involvement of vocational faculty, counselors and employers is a team building effort to familiarize each with the others' needs and contributions to the overall vocational environment. This is a conscious effort to develop a network of individuals who can call on one another for assistance. The outcome will provide for stronger support and development of vocational education in the Southwest Virginia area.

IMPROVING

VOCATIONAL GUIDANCE AND COUNSELING

BY IMPLEMENTING

MICROCOMPUTER VOCATIONAL GUIDANCE PROGRAMS

ABSTRACT

AN EXEMPLARY PROJECT TO IMPROVE VOCATIONAL GUIDANCE AND COUNSELING BY INITIATING MICROCOMPUTER PROGRAMS

Botetourt County Public Schools

Project Director(s):

Mrs. Susan Angle Kidd
Supervisor
Vocational Education
Botetourt County Public Schools
P.O. Box 309
Fincastle, VA 24090
(703) 473-8263

Objectives:

The major objective of the project is the improvement of Vocational Guidance and Counseling through the implementation of the VA VIEW Computerized Career Information System. The contributory objectives are the following:

1. To plan and implement inservice activities designed to teach the vocational school principal, the vocational education faculty of trade and industrial, agricultural/horticulture, and occupational food services for the disadvantaged, and the vocational school secretary the Virginia VIEW Career Information System.

2. To use Virginia VIEW to facilitate, reinforce, and enhance cooperation/collaboration with the three "feeder" school guidance offices, career education programs, and/or the vocational education staff.

3. To plan and implement activities to assist vocational education students to include exposure to non-traditional career opportunities.

4. To plan and implement activities to assist the vocational guidance needs of mainstreamed handicapped and/or disadvantaged youth.

5. To plan and implement activities to assist adults in the community.

6. To plan and implement activities to improve and cultivate public relations between school and community.

Procedure for Implementation:

1. An inservice program for the vocational school principal/project coordinator, the vocational education faculty of trade and industry, agricultural/horticulture, and occupational food services for the disadvantaged, and the vocational school secretary will be planned and conducted.*

2. The project director will work closely with the three "feeder" school guidance and counseling personnel and programs and the vocational school staff and administration to develop, promote, and utilize effective "communicative links" to better serve the orientation, decision-making, selection, and placement of students in the vocational education programs.

3. The project director will purchase and install appropriate microcomputer hardware and software/materials and supplies as needed and identified to successfully implement the project.

4. The project director with the assistance of the counseling staffs of the three respective "feeded" schools will plan and conduct meetings to assist the vocational school staff/administration with the successful implementation of the Virginia VIEW Career Information System.

5. The project director, with the assistance of the special education supervisor, will plan and conduct an inservice program with the teachers of the handicapped and/or disadvantaged to introduce and review career-related instructional materials and activities to reinforce those instructional experiences currently used at the vocational school.

6. The vocational school teachers will infuse the Virginia VIEW Career Information System into their respective adult education evening programs.

7. The project director will initiate the development of a microcomputer community resource file to be used by teachers, counselors, administrators, students, and members of the community. The file will contain vital updated information about businesses, industries, associations, and governmental agencies in the community.

8. The project director will prepare appropriate survey forms to be completed respectively by inservice participants, youth, and adults.

*The design of this project for the Botetourt Vocational School is in direct reference to the absence of both a vocational guidance counselor and assistant principal in the school and in direct reference to the fact that the Botetourt Vocational School serves three "feeder" secondary schools.

Contribution to Vocational Guidance:

Through the infusion of a computerized career information system into the comprehensive vocational guidance and counseling program and into the secondary and adult vocational education classroom setting, youth and adults will be exposed to vital life career development information needed to plan, personalize, and implement their respective career goals. Initiating a computerized career information system is in direct response to GOAL III, Annual Vocational Education Plan, 1984-1985, by which "youth and adults will be aware of employment or self-employment opportunities and requirements for use in making career choices and in determining their educational programs."

ABSTRACT

GUIDANCE, INSTRUCTION, AND THE DISSEMINATION OF EDUCATIONAL SOFTWARE (GIDES)

Buckingham County Public Schools

Project Director(s):

Ms. Jannetta Kea
Coordinator of Innovative Projects
Buckingham County Public Schools
P.O. Box 24
Buckingham, VA 23921
(804) 969-4212

Objectives:

1. To serve Virginians with computerized vocational guidance information who would not otherwise have access to the materials.

2. To increase the utilization of microcomputers in Guidance and Instructional Programs which will reduce the time spent on administration and instructional management.

3. To disseminate public domain Computer Managed Instruction (CMI) and Computer Assisted Instruction (CAI) software to all school divisions in Virginia.

Procedure for Implementation:

The Project Director and Coordinator will carry out all activities to achieve project goals. This staff will conduct a survey to determine the needs for available software/courseware in Vocational Guidance and Vocational Education. Once the results have been analyzed, a set of Vocational Guidance and Vocational Education software will be assembled and a descriptive catalog will be published. The catalog of software/courseware holdings will then be disseminated to school divisions throughout the Commonwealth of Virginia.

Contribution to Vocational Guidance:

Project Guidance, Instruction, and the Dissemination of Educational Software (GIDES) will expand and improve Vocational Guidance and Vocational Education in Buckingham County and throughout the State of Virginia by providing CAI and CMI programs which have been integrated into the curriculum and correlated with Vocational Guidance programs. Once these programs are enacted, guidance counselors will have additional time to spend in consultation with students.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING BY INITIATING MICROCOMPUTER PROGRAMS USING THE VIRGINIA VIEW CAREER INFORMATION SYSTEM

Dinwiddie County Public Schools

Project Director(s):

Mrs. Hope H. Mitchell
Guidance Director
Dinwiddie County Senior High
P.O. Box 299
Dinwiddie, VA 23841
(804) 469-3711

Objectives:

1. To plan and implement in-service activities designed to teach the counseling staff, vocational staff, general faculty and administrators the use of the Virginia VIEW career information system.

2. To plan and implement activities designed to teach interested parents and other community adults the Virginia VIEW career information system.

3. To plan and implement activities for the infusion of the Virginia VIEW computerized career information system into the school's existing career education program.

4. To plan and implement activities to expose students, faculty, and adults to nontraditional career opportunities.

5. To plan and implement activities to improve public relations between school and community.

6. To involve parents in career decision making of students.

Procedure for Implementation:

1. Review catalogs for determining the most suitable microcomputer, printer, and microfiche readers to order. Place the orders and set up the equipment upon its receipt. Plan and prepare for in-service instruction and activities.

2. Conduct in-service activities for counseling staff, vocational teachers, general faculty, and administration. Vocational teachers and general faculty, with the assistance of the counseling staff, plan and implement activities using the Virginia VIEW computerized career information system in all of their classes with all of their students. Publicize and conduct workshops for adults using the VIEW computerized information system.

3. Survey all persons who use the VIEW computerized career information system, tabulate responses and evaluate the data. Use the data in planning for future use of the system.

Contribution to Vocational Guidance:

This project will allow all of the teachers and students of Dinwiddie County Senior High School, through the use of the Virginia VIEW computerized information system, to explore careers related to all subject areas. This wide and varied exposure will also be true of the parents and other adults who participate in the project. As a result, students may choose to enroll in vocational classes they had not previously considered.

Those students enrolled in vocational classes, and their teachers, will gain a better understanding of their chosen vocational field, and thus will be able to make decisions for the future with a more secure sense of what to expect and what to do.

ABSTRACT

IMPROVING THE VOCATIONAL GUIDANCE PROGRAMS AND ACTIVITIES FOR SEONDARY STUDENTS AND ADULTS

Hanover County Public Schools

Project Director(s):

Ms. Carolyn C. Barnes
Coordinator Guidance
Hanover County Public Schools
200 Berkley Street
Ashland, VA 23005
(804) 798-6025

Mr. Larkin C. Phillips
Vocational Coordinator
Hanover County Public Schools
200 Berkley Street
Ashland, VA 23005
(804) 798-6025

Mrs. Sharon D. Turshen
Director of Special Services
Hanover County Public Schools
200 Berkley Street
Ashland, VA 23005
(804) 798-6025

Objectives:

The primary objective is to provide immediate access to the Virginia VIEW Program to assist youth and adults with vocational planning and decision making. The contributory objectives are the following:

1. To increase the involvement of guidance counselors in providing comprehensive information pertaining to vocational and employment skills.

2. To permit guidance counselors to provide vocational information to youth and adults in an expedient and efficient manner.

3. To generate information which will involve parents in the career decision making of their children.

4. To provide immediate access to current and sex-free vocational information.

5. To improve the over-all effectiveness of the vocational guidance services.

Procedure for Implementation:

A vocational/career guidance center (with a microcomputer) will be established in each of the two senior high schools in Hanover County.

In-service will be provded for administrators, counselors, and teachers in a collaborative effort to provide a more comprehensive and effective vocational guidance information service.

Classroom teachers will use the program to supplement instruction, students may schedule the program on a voluntary basis to explore vocational opportunities, counselors will use the program to assist students in vocational planning on an individual basis as well as in group counseling sessions, and community adults may use the program to obtain needed information.

Contribution to Vocational Guidance:

This project will facilitate vocational guidance and counseling activities by providing current and sex-free information related to employment and vocational opportunities. Moreover, this project will increase the awareness and involvement of all school personnel regarding the various vocational opportunities and the related skills needed for employment.

ABSTRACT

MICROCOMPUTER APPLICATIONS FOR THE DOWNTOWN CAMPUS, CAREER PLACEMENT OFFICE

J. Sargeant Reynolds Community College

Project Director(s):

Ms. Erlene Carter-Dabney
Coordinator
Career Planning & Placement
J. Sargeant Reynolds Community
College/Downtown Campus
P.O. Box 12084
Richmond, VA 23241
(804) 786-1105
SCATS 786-1105

Objectives:

1. To plan and implement in-service activities designed to teach the counseling staff the use of the Virginia VIEW Career Information System.

2. To plan and implement in-service activities designed to teach other faculty and staff the use of the Virginia VIEW Career Information System.

3. To publicize the availability of the Virginia VIEW Career Information System to members of the student body and community and to facilitate their use of the system.

4. To obtain or write programs for the microcomputer to provide continually updated information on the following topics:

   a. A listing of alumni referral sources for informational interviewing.

   b. A listing of employer referral sources for career opportunities.

5. To consult with personnel at other colleges on the development of additional applications of the microcomputer.

6. To conduct in-service training sessions on the use of the microcomputer in the delivering of career information and assistance.

Procedure for Implementation:

1. Provide a workshop for counseling staff on the use of the Virginia VIEW.

2. Provide a series of workshops on Virginia VIEW for campus administrators, faculty, and staff.

3. Provide publicity on the availability of Virginia VIEW and have personnel ready to assist students in its use.

4. Write or obtain programs for the microcomputer in order to accomplish these objectives. Accumulate the necessary information for entry into the microcomputer.

5. Visit other colleges that are using microcomputers in career/placement programs.

6. Arrange for an in-service training program on microcomputers using campus personnel and/or experts from the metropolitan area.

Contribution to Vocational Guidance:

The inclusion of a microcomputer, Virginia VIEW, and additional programs to be used with the microcomputer, will significantly enhance the delivery of comprehensive career and education planning resources to students at the Downtown Campus and surrounding community.

ABSTRACT

INITIATING THE VIRGINIA VIEW MICROCOMPUTER CAREER INFORMATION SYSTEM FOR STUDENTS AND ADULTS AT LOUISA COUNTY HIGH SCHOOL

Louisa County High School

Project Director(s):

Mr. Garland Lloyd
Principal
Louisa County High School
P.O. Box 328
Mineral, VA 23117
(703) 894-5436

Objectives:

1. To gain support for the implementation and use of the Virginia VIEW Microcomputer Career Information System from local media, school board members, and administrators.

2. To continue to identify student needs in the area of Vocational Education and establish vocational goals as a result of student needs assessments.

3. To incorporate the Virginia VIEW Microcomputer Career Information System as an integral part of the Vocational Guidance program at Louisa County High School.

4. To plan and implement in-service activities designed to teach the counseling staff the use of the Virginia VIEW Microcomputer Career Information System.

5. To plan and implement in-service activities designed to teach and encourage vocational staff and other staff the use of the Virginia VIEW Microcomputer Career Information System.

6. To plan and implement provision of the Virginia VIEW Microcomputer Career System for students and for adults of both sexes enrolled in night classes at Louisa County High School.

7. To plan and implement provision of the Virginia VIEW Microcomputer Career Information System for use by local private schools.

Procedure for Implementation:

1. Purchase computer printer with funds from Commonwealth of Virginia Department of Education; prepare for use of the Virginia VIEW Microcomputer Career Information System through in-service; establish procedures to implement that system.

2. Prepare for and deliver the Virginia VIEW Micro-Computer Career Information System to vocational and non-vocational teachers, grades 9-12, night classes, and local private schools with emphasis on equal access to both sexes.

3. Begin initiation of the Virginia VIEW Microcomputer Career Information System on July 1, 1984 and be prepared for full use by November 1, 1984.

4. Collect enumerative data through student and teacher surveys, as well as pre-post questionnaires to assess preparation for benefits and accessibility of, the Virginia VIEW Microcomputer Information Career System.

Contribution to Vocational Guidance:

Program Development in guidance and counseling took place at Louisa County High School in 1982-1983. Part of this development was a survey to determine students needs. In the area of Career Development, data across sexes in grades nine through eleven resoundingly indicated a need for vocational guidance. Fifty-four percent of the respondents indicated a definite need "to know the jobs for which I currently qualify." (Complete results of survey included in section H).

Both female and male students and adults alike need a fluent knowledge of vocational possibilities. To this end, pre-post testing, surveys and advisory committee input will act to direct the computerized use of the Virginia VIEW Microcomputer Career Information System. The outcome of this program will include expanded vocational awareness for students and adults, as well as continuous refinement, and modification of the use of the Virginia VIEW Microcomputer Career Information System in vocational guidance at Louisa County High School.

ABSTRACT

EXPANDING THE ROLE OF VIRGINIA VIEW IN THE NEW RIVER COMMUNITY COLLEGE CAREER DEVELOPMENT CENTER THROUGH THE USE OF THE PERSONAL COMPUTER

New River Community College

Project Director(s):

Mr. Dale Conrad
Career Counselor
New River Community College
Drawer 1127
Dublin, VA 24084
(703) 674-4121
SCATS 791-4121

Objectives:

1. To plan and implement in-service activities designed to teach the counseling staff and the vocational staff the use of the Virginia VIEW Career Information System.

2. To integrate Virginia VIEW into the career development process for students entering New River Community College the first time, for students who are already on campus, and for all other people of the New River Community College service area wishing to make use of the service.

3. To plan and implement activities to inform the service area community of the college's career development services.

4. To access student records and class schedules used in the student advising process via the personal computer which will tie into the Virginia Community Collete System regional mainframe computer.

5. To provide word processing capability in the Career Development Center.

Procedure for Implementation:

1. Conduct an in-service workshop designed to teach New River Community College faculty, administration, and staff to use the Virginia VIEW Career Information System.

2. Develop a crosswalk between Virginia VIEW and the New River Community College catalog. Virginia VIEW would be used in helping students with individual assessment as they make their program choices.

3. Develop a crosswalk between Virginia VIEW and the New River Community College Talent Bank. The Talent Bank is used in helping students with career exploration as they research individuals at their work sites.

4. Develop a crosswalk between Virginia VIEW and other career education materials located in the New River Community College Career Center which would also aid students with career exploration as they researched other hard materials.

5. Develop a more extensive representative mailing list for Career Day through the use of the Virginia VIEW and the New River Community College Talent Bank. A personal computer could be used to facilitate the three mailings needed for this expanded list for Career Day, aiding students with career exploration as they plan and execute informational interviews.

6. Use Virginia VIEW to help students develop better resumes and job searches. Some software is already developed for a personal computer system to aid students in resume writing.

7. Use Virginia VIEW to help students prepare for job interviews by analyzing job requirements and assessing salary levels.

8. Connect the proposed personal computer with the college system in order to make student records and schedules as well as veteran office materials available to New River Community Community College counseling staff and to the New River Community College Veterans' Office staff.

9. Train career development secretary in word processing functions.

Contribution to Vocational Guidance:

This project will allow the counseling center at New River Community College to organize its career development delivery system in a systematic fashion. Student and career information will be processed electronically. A work station computer keyboard will become a basic tool for the counselor to use to aid the student in individual assessment, career exploration, and job searches.

ABSTRACT

A MICROCOMPUTER FOR THE CAREER RESOURCE CENTER AT LAKE TAYLOR SENIOR HIGH SCHOOL

Norfolk Public Schools

Project Director(s):

Dr. Pamela C. Kloeppel
Director of Guidance
Norfolk Public Schools
School Administration Building
800 E. City Hall Avenue
Norfolk, VA 23501
(804) 441-2311

Objectives:

1. To provide a microcomputer, printer, and accompanying hardware for the Career Resource Center at Lake Taylor Senior High School, a Norfolk Public Schools senior high school.

2. To plan and implement an inservice for academic and vocational teachers at Lake Taylor Senior High School on using the microcomputer, Virginia View system, and the Student Need Advisor Program.

3. To display the Virginia View database in this microcomputer in the Career Resource Center.

4. To determine financial aid eligibility and BEOG award grant for each senior planning to attend post secondary training using the Student Need Advisor Program.

5. To hold a financial aid conference for seniors and their parents using the microcomputer and the Student Need Advisor Program.

Procedure for Implementation:

1. To develop a bid package, select a vendor and purchase a microcomputer.

2. To hold an inservice for Lake Taylor Senior High School's academic and vocational faculty on the microcomputer, Virginia View system and Student Need Advisor Program.

3. To exhibit the Virginia VIEW database in the microcomputer.

4. To purchase the financial aid database, Student Need Advisor Program, and to individually analyze the amount each senior applying for post secondary education is eligible to receive from the Basic Education Opportunity Grant.

5. To hold a financial aid conference in which all parents and/or students are told the amount of their BEOG award using the Student Need Advisor Program.

Contribution to Vocational Guidance:

A guidance department at Lake Taylor Senior High School equipped with a microcomputer will enable teachers and counselors to increase vocational guidance activities at Lake Taylor High School. Staff, students, and parents there will be able to use the Virginia VIEW microcomputer software and the financial aid file, Student Need Advisor Program in increasing their knowledge of the world of work and financial obligations which must be met to attend post secondary education. Norfolk's experience with the Student Need Advisor Program will become a guideline for other school systems to follow in determining the feasibility of purchasing this particular software.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING
(1984-85)

Old Dominion University

Project Director(s):

Dr. Curtis William Howard, III
Assistant Director
Office Career & Placement
Old Dominion University
Norfolk, VA 23508
(804) 440-4388
SCATS 535-4454

Objectives:

1. To plan and implement in-service activities designed to teach Career Planning and Placement Counselors and support staff the utilization of the Virginia VIEW Career Information System.

2. To plan and implement an in-service program in the use of Virginia VIEW for selected student affairs personnel.

3. To plan and implement a program in the use of Virginia VIEW to be made available to all ODU students, staff and faculty.

4. To plan and implement a program on use of Virginia VIEW to meet the special needs of clients including disadvantaged, minority groups, international students, women, and veterans.

5. To plan and implement programs to expose students to non-traditional career opportunities.

Procedure for Implementation:

Counselors will be trained and video, audio, and printed materials provided for ready access to data base on career information. Evaluations will be solicited to assist in on-going refinements of this service.

Contribution to Vocational Guidance:

This project should make more information on careers available to more students. In addition, it will serve as a model that may be utilized in the future for similar programs in the community, such as with youthful offenders and hard cord unemployed.

ABSTRACT

PROJECT REACH (REVIEW OF EDUCATIONAL AND CAREER HIGHLIGHTS)

Presbyterian Children's Home Of The Highlands

Project Director(s):

Mr. David D. Passmore
Program Director
Presbyterian Children's Home
of the Highlands, Inc.
P.O. Box 545
Wytheville, VA 24382
(703) 228-2861

Ms. Cynthia A. Dickson
Social Worker
Presbyterian Children's Home
of the Highlands, Inc.
P.O. Box 545
Wytheville, VA 24382
(703) 228-2861

Objectives:

The overall objective of this project is to improve career education job placement services for the youth at the Presbyterian Children's Home through the initiation of a computerized career information system. Specific objectives are:

1. To plan and implement one in-service training program for the staff at Presbyterian Children's Home to integrate the computerized Virginia VIEW Career Information System with the current print and microfiche system.

2. To introduce the approximately 30-50 young people in the home (dependent, neglected, economically, socially, and emotionally disadvantaged) to a computerized career information system.

3. To develop a computerized career program to be mandatory at the eleventh grade level at Presbyterian Children's Home.

4. To provide an aftercare program which promotes realistic career options thus achieving a more cost effective program.

5. To plan and implement special training sessions about the computerized career information system for professionals and to establish usage times for high school students, social service agencies, organized groups, church affiliations, and citizens at large.

6. To include a Career Awareness Program in the annual youth rally which includes approximately 200 high school age youth.

7. To present a one day workshop at Oak Hill Academy in which staff and junior/senior level students would be introduced to the Virginia VIEW System.

Procedure for Implementation:

1. A half day workshop will be held to integrate the new Virginia VIEW System for the Presbyterian Children's Home staff.

2. An individualized program will be planned and implemented for each young person after the computer has been installed.

3. All rising juniors in both vocational and academic programs will be required to use the Virginia VIEW System.

4. The results of the Virginia VIEW System will be used in placing young people in an aftercare program.

5. A program introducing youth directors to the microcomputer system will be presented in mid-winter. The program will have an information and discussion session and participants will have the opportunity to use the microcomputer to access information about career areas.

6. Prepare a program to introduce staff and administration of Oak Hill Academy to the system.

Contribution to Vocational Guidance:

Through acquisition and installation of a computerized career information system, the Presbyterian Children's Home will be able to provide an improved method of distributing career information system will be a key element of the new career center. The center will be located in the Administration Building on campus. Because of community and church involvement, this system will then be available for use by social services, secondary students, organized groups, and citizens at large. This unique computerized career information center has the potential to provide modern guidance techniques to children in group child care who have been denied such sophistication and immediate feedback within a career information network.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING BY INITIATING MICROCOMPUTER PROGRAMS USING THE VIRGINIA VIEW CAREER INFORMATION SYSTEM

Randolph-Macon Woman's College

Project Director(s):

Ms. Phyllis D. Thomasson
Assistant Director of Career Development
Randolph-Macon Woman's College
Lynchburg, VA 24503
(804) 846-7392, Ext. 347

Objectives:

1. To plan and implement in-service activities designed to teach the counseling staff the use of the Virginia VIEW Career Information System.

2. To plan and implement training programs to familiarize peer career counselors from the major departments with the Virginia VIEW system.

3. To develop and distribute information on Virginia VIEW Career Information System to faculty actively involved in student advising.

4. To provide opportunities for freshmen orientation groups to participate in the computerized career guidance system and utilization of the Virginia VIEW microfiche scripts.

5. To create sessions for all students to have access to the Virginia VIEW computerized information and microfische system in group and individual sessions conducted by the Career Development Center professional staff.

6. To train women and other clients of the Lynchburg community who are involved in the Woman's Resource Center programs to use the computerized Virginia VIEW system.

Procedure for Implementation:

1. Train staff, orientation leaders, faculty advisors and peer career counselors in the use of the Virginia VIEW Career Information System.

2. To develop group sessions available to all students for interests values and goals using the computerized Virginia VIEW system.

3. To continue providing group and individual sessions using the Virginia VIEW system for all clients of the Career Development Center.

Contribution to Vocational Guidance:

The increased movement of women into the marketplace both as graduates and as re-entry workers creates a need for career guidance throught life. Women are at an economic disadvantage because they tend to cluster in low level management, clerical, and other traditionally female jobs. The information contained in the Virginia VIEW Career Information System will increase the awareness of female users of the system of opportunities available throughout the workplace.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING
FOR STUDENTS WITH SPECIAL NEEDS (INCLUDING GIFTED AND TALENTED)

ROANOKE COLLEGE - UPWARD BOUND

Project Director(s):

Ms. Betty Lovelace
Director of Upward Bound
Roanoke College
College Avenue
Salem, VA 24153
(703) 389-2351

Objectives:

The objectives of the project are to implement:

1. A career education data base (traditional and non-traditional careers).
2. A computerized job seeking and job holding skills program.
3. A computerized program for student awareness of the World of Work.
4. The computerized Virginia VIEW system.
5. A computerized program for "self concepts" as it relates to World of Work.
6. A computerized time table for College Bound/Upward Bound students.
7. A computerized program for college search/selection process.
8. Basic skills/learning skills software.
9. Computerized financial aid workshops.
10. Computerized program for data collection and tracking purposes.

Procedure for Implementation:

1. Research, buy and install a microcomputer for use in learning skills/career education program.

2. Design and implement computerized programs in basic skills and career education/information.

3. Publicize and promote availability of microcomputer.

4. Conduct inservice training for students, counseling and instructional staff to teach use of microcomputer.

5. Provide individual and group counseling workshops for programs participants.

Contribution to Vocational Guidance:

This project will have a significant impact on Upward Bound students by providing them with activities designed to assist them in their basic and advanced skills. It will further aid them in their career development and entry into the world of work.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING BY INITIATING MICROCOMPUTERS FOR THE VA VIEW SYSTEM

Roanoke County Public Schools

Project Director(s):

Mr. Gary L. Kelly
Supervisor
Guidance & Curriculum
Roanoke County Public Schools
526 S. College Avenue
Salem, VA 24153
(703) 387-6416

Objectives:

1. To provide students with the means of reaching occupations through exploration of personal interests and values by using VA VIEW program on microcomputer.

2. To provide students with a reality-testing of occupational choice through the VA VIEW Computer Program.

3. To plan and implement inservice training for counselors and career center assistants on the use of VA VIEW on microcomputers through an inservice meeting.

4. To plan and implement inservice training for the vocational staff on the use of VA VIEW on microcomputers through an inservice meeting.

Procedure for Implementation:

1. Purchase and installation of microcomputers in career centers of three high schools.

2. Inservice program for staff for review or instruction on VA VIEW using microcomputer.

3. Student orientation and usage of VA VIEW using microcomputer.

Contribution to Vocational Guidance:

The increase in the number of credits required for graduation and the language requirement for the advanced diploma will greatly limit the number of elective courses a student can fit into his or her schedule. Additionally, the proper sequencing of courses required as prerequisites makes early planning for career choice and curriculum selection necessary.

Since most vocational training programs are two-year programs it is imperative that a student can make an informed decision at the 10th grade level to either pursue or not to pursue vocational training. The decision should be made on a realistic appraisal of self, and the available opportunities for training and employment.

The VA VIEW Computer System can facilitate the decision making process and provide reality-testing for tentative curriculum and career choices.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING

R. B. Worthy High School
Marion Senior High School
Chilhowie High School

Smyth County Public Schools

Project Director(s):

Mr. Jerry M. Hicks
Supervisor of Vocational Education
Smyth County Public Schools
P.O. Box 987
Marion, VA 24354
(703) 783-3791

Objectives:

1. To plan and implement inservice activities designed to teach the counseling staff the use of the Virginia VIEW Career Information System.

2. To plan and implement inservice activities designed to teach all the school's Vocational Staff the use of the Virginia VIEW Career Information System.

3. To serve Smyth County students with computerized vocational guidance information, who would not otherwise have access to the material.

4. To plan and implement activities to assist former graduates and adults in the community.

5. To plan and implement activities to expose students to students to non-traditional career opportunities.

6. To involve parents in career decision-making of students.

7. To plan and implement activities to assist the vocational guidance needs of handicapped and/or disadvantaged students.

Procedure for Implementation:

1. An inservice education workshop will be conducted by the Project Director to train all vocational faculty and counselors at the three high schools to use the Virginia VIEW System. The inservice will include "hands on" experience to assist all participants in becoming totally familiar with the system.

2. Vocational instructors will schedule time in their instructional program to train students in the use of the microcomputer.

3. Parents will be invited to the school to review possible vocational choices for their children.

4. Computer programs provided by the Virginia VIEW Career Information System will contain Vocational Career Information that will aid handicapped and/or disadvantaged students in choosing their career choices and vocational training.

5. The project director will work with personnel from the Smyth County Chamber of Commerce to secure any information or materials available to be used with the microcomputer concerning local employers and employment opportunities.

Contribution to Vocational Guidance:

Guidance and vocational instructional staff play one of the key roles in the career decision-making process, especially in the placement of students in vocational programs. This project will contribute to improving guidance and counseling for all students in the school by providing inservice education training for the guidance and vocational staff. This project will develop a closer working communication between counselors and vocational educators. We expect the project to be especially advantageous in the career counseling of handicapped and disadvantaged students.

ABSTRACT

VIRGINIA VIEW (VITAL INFORMATION FOR EDUCATION AND WORK) SYSTEM LINKING THE STUDENT, THE SCHOOL, AND THE COMMUNITY TOGETHER FOR CAREER DEVELOPMENT AND INFORMATION

Stafford County Public Schools

Project Director(s):

Mr. Cecil R. McKinney
Guidance Counselor
Stafford County Public Schools
North Stafford High School
1690 Garrisonville Road
Stafford, VA 22554
(703) 659-4176

Mr. Louis F. Illi
Vocational Guidance & Placement Counselor
Stafford County Public Schools
North Stafford High School
1690 Garrisonville Road
Stafford, VA 22554
(703) 659-4176

Objectives:

The central project objective is to enable the school population (including adults), the staff and the community in general to utilize the Virginia VIEW System and the development of a computer assited center approach. The following objectives are contributory to the central project objective:

1. Planning of inservice training designed to educate the counseling staff in the use of the Virginia VIEW Career Information System.

2. Scheduling of workshops to educate all staff members as to the availability and the use of the Virginia VIEW System Center.

3. Implementation of activities to enable the student body to become literate in the use of the Virginia VIEW System Center in particular an overview of Virginia VIEW and College Directions.

4. Structuring of evening programs to assist the general population to utilize the Virginia VIEW System Center.

5. Involvement of the business/industrial community with the school to better communicate employment opportunities and training programs thru the Virginia VIEW System Center.

6. Utilization of existing community organizations to form a network with the school in promoting the Virginia VIEW System Center.

Procedure for Implementation:

In order to meet the aforementioned objectives the following will be implemented:

1. A workshop will be conducted to train all counseling staff in the use of the Virginia VIEW System Center.

2. Inservice workshops will be held to educate all other staff members in the use of the Virginia VIEW System.

3. The school population will be instructed thru planned training sessions in the use of the hardware and software of the Virginia VIEW System and College Directions.

4. The Career Counseling Center will demonstrate the hardware and software of the Virginia VIEW System to adult education students and interested community group members at designated times.

5. The Business/Industrial Community will be invited to a demonstration of the Virginia VIEW System Center and will be encouraged to become a contributor in its success.

6. Community organizations will be invited to attend a demonstration of the Virginia VIEW System Center and will be encouraged to utilize the center.

Contribution to Vocational Guidance:

This project will improve the central role played by guidance and counseling personnel in the placement of students in vocational education programs. In particular it will improve the school's ability to educate the students concerning information regarding their post-secondary plans.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING

Richlands High School

Tazewell County Public Schools

Project Director(s):

Mr. William B. Rasnick
Director
Vocational Education
Tazewell County Public Schools
Tazewell, VA 24651
(703) 988-5511

Objectives:

1. To provide assistance to mainstreamed EMH students and "non-readers" to gain reactive instruction and information and career choices.

2. To afford opportunities for "vocational" students to have "hands-on" experience with computers in simulating businesses, advertising campaigns, projects, profiles, and other career activities.

3. To involve the gifted and talented students in vocational areas which are not usually a part of their "academic" orientation but can provide them with an opportunity to put their computer skills to use.

4. To document student projects so other students may profit from the data regarding their own vocational and career choices.

5. To implement testing programs for safety competency in machine and equipment use and its application to certain "hazardous" occupations.

6. To provide for more extensive career information.

7. To provide special activities for handicapped and/or disadvantaged students to "catch up" on required competencies within the vocational programs and make them aware of the career choices for which they are suited.

8. To enhance Adult Education by assisting in updating skills and supplementing vocational training.

Procedure for Implementation:

1. An inservice program will be conducted by the Project Director to acquaint all faculty members with the purpose of the project. A workshop will be held for members of the instructional staff who will be working with the microcomputers. Hands-on experience will be provided in microcomputer operation using the software purchased for this project.

2. Vocational instructors will schedule time in their courses to give students any necessary training in microcomputer operation.

3. Instructors will integrate into their course objectives those which involve the use of the microcomputer and the software provided by this project.

4. Students with programming skills will be encouraged to produce software to supplement commercial programs purchased through the project.

Contribution to Vocational Guidance:

The Guidance and Vocational staff are instrumental in planning and implementing simultaneous programs through the Agricultural Education, Home Economics, and DE-ICT Departments that will enhance the Vocational Guidance Program and extend the range of student contacts with vocational programs.

The project will fill a dual role in that it will be utilized for vocational career information through instruction and management procedures. Students who have not traditionally been attracted to the practicality of vocational courses may become more interested due to the high motivation generated by the microcomputer.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING

Tidewater Community College

Project Director(s):

Mr. P. Randall Shannon
Coordinator
Career Planning/Placement
& Cooperative Education
Tidewater Community College/
Frederick Campus
State Route 135
Portsmouth, VA 23703
(804) 484-2121, Ext. 319

Objectives:

1. To plan and implement in-service training to instruct student services personnel, counselors and faculty in the use of the Virginia VIEW Careen Information System and related resource materials.

2. To plan and implement activities to assist students to using the Virginia VIEW Career Information System and other related resource materials.

3. To utilize the Virginia VIEW Career Information System and related resource materials to facilitate the relocation of displaced workers.

4. To utilize the Virginia VIEW Career Information System and related resource material to assist homemakers returning to the workforce.

5. To assist adults in the community who are unemployed or dissatisfied with their present occupation.

Procedure for Implementation:

Seminars demonstrating the use of the Virginia VIEW Career Information System and related resource materials will be conducted at Tidewater Community College, Frederick Campus. Participants will include counselors, student services staff, faculty, students, the general public and special interest groups.

Contribution to Vocational Guidance:

Through the use of the Virginia VIEW Career Information System, students and other interested individuals will have access to information which will assist them in making informed career choices. Utilization of the Piedmont Virginia Community College "Curricula Link to Occupations in the Virginia View" will provide individuals with information about educational curricula related to their career choice.

ABSTRACT

VIRGINIA VIEW FOR THE VISUALLY IMPAIRED: IMPROVING VOCATIONAL GUIDANCE AND COUNSELING SERVICES TO VISUALLY HANDICAPPED PERSONS BY ADAPTING THE COMPUTERIZED VIRGINIA VIEW PROGRAM AT THE VIRGINIA REHABILITATION CENTER FOR THE BLIND

Virginia Rehabilitation Center For The Blind

Project Director(s):

Mr. Dennis R. Garza
Assistant Director
Facility Management
Virginia Rehabilitation Center
For The Blind
401 Azalea Avenue
Richmond, VA 23227
(804) 264-3151
SCATS 421-3151

Objectives:

The major objective is to improve the quality of vocational guidance and counseling services provided by the Department for the Visually Handicapped to visually handicapped work age clients. The Computerized Virginia VIEW System can be adapted for visually impaired users through the use of synthetic speech and low vision equipment. Contributing objectives to the project are as follows:

1. To expose visually impaired students to vocational guidance information.

2. To inform client group of the process of vocational exploration and provide structure in arriving at sound decisions in career choices.

3. To expose the visually impaired client population to computer usage and the equipment that enables them to function on computers in an independent manner.

4. To develop and implement major programs in the use of microcomputers that will enable professionals such as vocational counselors, instructors, rehabilitation teachers, evaluators, and educational consultant staff to utilize computer technology and its adaptive features for blind and visually handicapped consumers.

Procedure for Implementation:

1. A project team consisting of the project director, work evaluators, and job placement coordinator will coordinate this project.

2. The professional staff who will utilize the micro-computer will be trained.

3. The computerized Virginia VIEW Program will be integrated into the vocational evaluation and the counseling and guidance services.

4. Evaluation procedures to monitor the accomplishment of program objectives will be formalized.

Contribution to Vocational Guidance:

This project places emphasis on providing visually impaired people with a meaningful method to access vocational and occupational information. This project will enable blind and visually handicapped work age people with an alternative to reliance on someone else's vision to extract information regarding careers. The talking microcomputer system will enable these citizens to function independently and at their own speed thus affording an opportunity to experience greater participation in their own career choices and self determination. The closed circuit TV system (DP-10) will enable the partially sighted (low vision) client to read the information in large print, independent of a reader.

Obviously their benefits will also result in the greater utilization of the Virginia VIEW Program by visually impaired persons, a disability group who would not ordinarily utilize the sytem independently. The voice enhance mircocomputerized Virginia VIEW system will also lead to more efficient resources expended on vocational training. Strengthened linkages with in-school visually impaired youth and adult service vocational rehabilitation programs should result.

ABSTRACT

MICROCOMPUTER-ASSISTED VOCATIONAL GUIDANCE/COUNSELING PROGRAM FOR JOHN S. BATTLE HIGH SCHOOL

Washington County Public Schools

Project Director(s):

Mr. V. T. Rector, III
Principal
John Battle High School
Route 5
Washington County Public Schools
Bristol, VA 24201
(703) 669-9458

Objectives:

1. To plan and implement in-service activities designed to teach the counselors, media personnel, vocational instructors, and special education teachers of John S. Battle High School the use of the Virginia VIEW Career Information System.

2. To capitalize on students' natural fascination with computers to encourage their effective use of the Virginia VIEW Career Information System under the supervision of trained personnel.

3. To plan and implement activities to assist the vocational guidance needs of handicapped and/or disadvantaged students.

4. To use Virginia VIEW to facilitate cooperation/collaboration with school counselors, career education programs, and/or vocational education staff.

5. To eventually plan and implement in-service activities designed for all instructional staff to become familiar with Virginia VIEW.

6. To continually review available software pertaining to career information, vocational planning, and vocational training which could complement Virginia VIEW and improve the overall vocational guidance/counseling program at John S. Battle High School.

7. To plan and implement activities linking the Education Committee of the Washington County Chamber of Commerce and the students at John S. Battle High School.

Procedure for Implementation:

1. In-service workshops will be conducted to train the John S. Battle counseling, vocational, media, and special education staff members in the effective use of the Virginia VIEW Career Information System.

2. Counselors will introduce eighth grade students to the computerized Virginia VIEW System in the guidance segment of Career Exploration classes taken by all eighth graders. This initial contact should inspire students to pursue the program further, both individually and in groups. Appropriately trained vocational, special education, and instructional staff members will use the program for more specialized vocational information and instruction in the classroom setting.

3. Project personnel will continually evaluate the program, seeking ways to improve the project's effectiveness. They will review current catalogues and professional publications throughout the year for information about newly-developed software that would complement Virginia VIEW and improve the overall effectiveness of the computer-assisted vocational guidance program. Additional materials will be purchased on a priority basis as local funds become available.

4. The chairman of the Education Committee of the Washington County Chamber of Commerce will provide "support staff" to aid in the development of the counseling and placement activities for John S. Battle students, to establish a liaison between the students and the working community.

Contribution to Vocational Guidance:

Guidance and vocational instructional staff members play key roles in the career decision-making process, especially in the placement and replacement of students in vocational programs. This project will contribute to the improvement of quality in this service. The project should be especially advantageous in the career counseling of handicapped and disadvantaged students.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING BY INITATING MICROCOMPUTER PROGRAMS

Waynesboro Public Schools

Project Director(s):

Mr. Robert D. Novak
Counselor
Waynesboro High School
1200 West Main Street
Waynesboro, VA 22980
(703) 942-1782

Objectives:

The major objective of the project is the improvement of Vocational Guidance and Counseling through the implementation of the Virginia VIEW Computerized Career Information System. The contributory objectives are the following:

1. To plan and implement inservice activities designed to teach the counseling staff the use of the Virginia VIEW Career Information System.

2. To plan and implement inservice activities designed to teach all vocational education faculty members the Virginia VIEW Career Information System.

3. To plan and implement inservice activities designed to teach the staff members of Waynesboro 70001 the Virginia VIEW Career Information System.

4. To use Virginia VIEW Career Information System to facilitate cooperation between guidance personnel and career education curriculum by other departments.

5. To plan and develop activities designed to meet the needs of handicapped and/or disadvantaged students.

Procedure for Implementation:

1. The project director will purchase and install a microcomputer and a printer with appropriate printer interface.

2. The project director with the assistance of the counseling staff will plan and conduct an inservice program with the vocational faculty.

3. The project director will plan and conduct an inservice program with the Waynesboro 70001 staff.

4. The vocational faculty and other interested faculty members will infuse Virginia VIEW into their respective curriculums.

5. The project director will prepare appropriate survey forms to be completed respectively by inservice participants and students.

6. The project director will assist the site manager of Waynesboro 70001 in development of a intergal service to dropout participants.

Contribution to Vocational Guidance:

Guidance and counseling information plays an important role in the selection, decision-making and enrollment of students in their respective vocational programs. The availability and accessibility of current information is vital for both parents and vocational students in making course choices and vocational decisions. The activities of this project will be geared to assist the counselors, faculty members and students in the areas where there is presently a need for more current and reliable information. The Waynesboro High School will be able to provide the services that are required to supply current information to those individuals who are in the process of making vocational choices which will affect their success in later life.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE SERVICES TO HANDICAPPED INDIVIDUALS THROUGH THE INITIATION OF MICROCOMPUTER PROGRAMS USING THE VA VIEW SYSTEM

Woodrow Wilson Rehabilitation Center

Project Director(s):

Mrs. Gwendolyn Q. Stover
Counselor
Woodrow Wilson Rehabilitation Center
Fishersville, VA 22939
(703) 885-9746
SCATS 366-9746

Mr. Wayne E. Heatwole
Program Director
Student Services
Woodrow Wilson Rehabilitation Center
Fishersville, VA 22939
(703) 885-9747
SCATS 366-9747

Objectives:

The major objective is to improve the impact of vocational guidance and counseling services as related to vocational evaluation provided by W.W.R.C. to its handicapped work-age clientele. By making the computerized VA VIEW Program available in the Vocational Evaluation Department we will provide maximum utilization of vocational guidance information and impact on the employability of handicapped individuals throughout the state. The primary contributory objectives are:

1. At least 330 persons with disabilities, from all parts of Virginia will receive counseling and guidance services as part of vocational evaluation utilizing the microcomputer VA VIEW Program.

2. At least 14 vocational rehabilitation professions involved in counseling, guidance, and vocational evaluation of disabled person will receive training on the computerized VA VIEW Program.

3. Improve the quality and efficiency of W.W.R.C.'s Vocational Evaluation services by identifying, acquiring, and utilizing software appropriate to career exploration, vocational evaluation testing, scoring, and interpreting results.

4. Develop and implement an information recording procedure within the Department which will allow for prompt updating and ready access to historical information regarding client's performance, interests, and vocational potential.

Procedure for Implementation:

A Project Team consisting of two individuals acting as Co-Directors, a Program Evaluator, two Vocational Evaluators, and a Systems Analyst will coordinate this project. Key steps that will be completed to sure accomplishment of project objectives include training of professional staff who will utilize the microcomputer, full integration of the computerized VA VIEW Program into the vocational evaluation program and the counseling and guidance services provided by the Vocational Evaluation Department at W.W.R.C., and a formal set of on-going evaluation procedures to monitor accomplishment of project objectives.

Contribution To Vocational Guidance:

This project places a primary emphasis on providing quality vocational guidance services to handicapped persons and the resulting improvement in their employability. The primary contributions to vocational education will be greater utilization of the VA VIEW Program, more efficient use of resources expended on vocational training and linkages with disabled youth and adults, both in and out of school.

IMPROVING

VOCATIONAL GUIDANCE AND COUNSELING

IN

MIDDLE SCHOOLS

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING
BY DEVELOPING MIDDLE SCHOOL PROGRAMS TO IMPROVE VOCATIONAL/CAREER
AWARENESS, ORIENTATION AND EXPLORATION

Loudoun County Public Schools

Project Director(s):

Miss Lucille A. Sellers
Coordinator
Vocational/Special Education
Loudoun County Public Schools
102 North Street, N.W.
Leesburg, VA 22075
(703) 777-1222, Ext. 68

Objectives:

1. To establish a Career Resource Center at Blue Ridge Middle School, Seneca Ridge Middle School and Sterling Middle School.
2. To up-date our career/vocational resources through evaluation and the purchase of additional materials, to meet the expressed needs of students and support the comprehensive guidance program.
3. To develop a career resource center handbook.
4. To provide inservice to teachers, counselors and administrators on the use of the Career Resource Center.

Procedure for Implementation:

1. Establish a steering committee.
2. Conduct a resource assessment.
3. Identify and order resource materials.
4. Develop a career resource center handbook.
5. Provide inservice to teachers, counselors and administrators.

Contribution to Vocational Guidance:

It is extremely important that students acquire information about a variety of careers and career opportunities. This information is necessary in the career planning and decision making process. This project will make the following major contributions to vocational education:

1. Students who will be aware of career/vocational options and opportunities available to them.

2. Students who will be able to make informed vocational course or program selection choices.

3. Non-vocational teachers will become more familiar with career vocational options.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING
THROUGH CAREER EXPLORATORY ACTIVITIES AND PARENTAL INVOLVEMENT

Nelson Junior High School

Project Director(s):

Mrs. Faye Wilfong
Guidance Director
Nelson Junior High School
Arrington, VA 22922
(804) 263-4801

Objectives:

1. To develop and implement activities for students to participate in exploratory activities designed to increase career awareness.
2. To actively involve parents in the overall vocational guidance program.
3. To provide opportunities for parents to become involved in the career decision making and program planning processes.
4. To develop a local slide/tape program to be used in vocational guidance programs with students and parents.
5. To purchase those materials which will support a comprehensive vocational guidance program.

Procedure for Implementation:

1. Survey of parents for potential speakers and field trip sites.
2. Planning and scheduling a Careers Week in the fall and Career Speakers Day in the spring.
3. Purchase of microcomputer and printer to be used in vocational guidance activities.
4. Planning and scheduling three parent-student program planning nights.

5. Develop a slide/tape vocational guidance program.

6. Evaluation and purchase of software and other materials designed to enhance the vocational guidance program.

Contribution to Vocational Guidance:

Through the implementation of programs which create opportunities for increased awareness of vocational opportunities as well as for exploratory activities within the occupational clusters, students should develop an increased awareness of the need for vocational program planning. Parental involvement will give added support to the importance of vocational planning at early stages in the student's academic career.

Use of the microcomputer to schedule these activities as well as maintain records of students' changing career interests should provide additional counselor time for vocational planning, self-awareness activities, and career guidance activities.

ABSTRACT

VOCATIONAL OPPORTUNITY EXPLORATION FOR MIDDLE SCHOOL STUDENTS

Orange County Public Schools

Project Director(s):

Mr. Warren H. Widmyer
Director
Elementary Education &
Federal Programs
Orange County Public Schools
P.O. Box 349
Orange, VA 22960
(703) 672-1390

Ms. Carolyn E. Nash
Director of Guidance
Orange County Public Schools
Prospect Heights Middle School
200 Caroline Street
Orange, VA 22960
(703) 672-2296

Objectives:

1. To provide career exploration for all eighth grade students by using the computer based Virginia VIEW career search program.

2. To organize a career day for middle school students.

3. To increase community awareness and involvement in the concept of vocational selection for middle school students.

4. To assist eighth graders in their high school scheduling through the careful review of their career interests as related to high school subjects.

5. To train middle school faculty members and administrators to use the Virginia VIEW system.

6. To develop and/or purchase materials to support comprehensive vocational guidance program planning.

7. To develop a program brochure to use in vocaticnal guidance programs with faculty, students, parents, community groups, as well as with other school systems.

Procedure for Implementation:

1. Evaluate, purchase and/or develop necessary supplementary materials. Initiate instruction to the students and administer a pre-survey to all students involved in the career education program. Secure the necessary equipment to operate the Virginia VIEW system. Train guidance personnel and other teachers and administrators in the use of the materials.

2. Initiate instruction utilizing the Virginia VIEW system and other materials secured. Hold career day thereby providing students with systematic information regarding various vocations.

3. Administer post-testing to students. Survey reaction of adults including parents of students and others associated with the project. Compare analysis of the post-testing and survey to the stated objectives. Publish brochure or pamphlet for dissemination. Plan strategies for program improvement for the future.

Contribution to Vocational Guidance:

At the Prospect Heights Middle School in Orange County, almost every eighth grade student has a full semester of career exploration. This carefully designed opportunity is now in its seventh year of operation. Through this grant proposal there is a genuine opportunity to expand the program and enhance the needs of these pre-high school students. Materials which may be designed and/or purchased for the program will considerably expand the opportunities available for these students. The Virginia VIEW system will be a valuable tool for these eighth grade students by giving them an opportunity to study vocational alternatives and opportunities prior to entrance into high school. It is further envisioned that the results of the surveys and the post-testing will be of valuable assistance to the program now and for future planning.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING FOR STUDENTS WITH SPECIAL NEEDS (INCLUDING GIFTED AND TALENTED)

City of Salem Schools

Project Director(s):

Dr. Lewis D. Romano
Director of Student Services
City of Salem Schools
19 N. College Avenue
Salem, VA 24153
(703) 389-0130

Ms. Betsy McClearn
Andrew Lewis Middle School
City of Salem Schools
616 College Avenue
Salem, VA 24153
(703) 387-2513

Objectives:

This project will improve vocational guidance and counseling services for special needs students at the middle school level by:

1. Planning and implementing career and self assessment and counseling programs for students with special needs at the middle school level.

2. Developing and implementing vocational guidance programs for gifted and talented students.

3. Planning and implementing inservice training to assist in the planning of comprehensive vocational guidance plans.

Procedure for Implementation:

1. Career Education Committee will review present audio/visual and printed materials for use with special needs students. Attention will be given to the improvement of the utilization and accessibility of career materials.

2. Special needs students will be administered a needs assessment to determine career interests and appropriate activities designed in relation to these needs.

3. School personnel (special education, vocational education, and differentiated class teachers) will be offered inservice training relative to the project objectives and information to enhance effective planning.

4. Dissemination materials will be developed for the project and made available to other school divisions and interested persons.

Contribution to Vocational Guidance:

This grant is a means of expanding options for students with special needs when proper information and experiences are made available to assist them in making career-related decisions. The design of this project will also enhance the collaborative planning effects of vocational and regular classroom professionals to meet the unique vocational related needs of special needs students.

ABSTRACT

TO IMPROVE VOCATIONAL GUIDANCE AT RICHLANDS MIDDLE SCHOOL

Tazewell County Public Schools

Project Director(s):

Mr. William B. Rasnick
Director
Vocational Education
Tazewell County Public Schools
Tazewell, VA 24651
(703) 988-5511

Objectives:

1. To plan and implement inservice activities designed to familiarize the faculty and staff with the Virginia VIEW Career Information System.

2. To serve all Richlands Middle School students with computerized vocational guidance information.

3. To involve parents in career decision-making of students.

Procedure for Implementation:

1. An inservice education workshop will be conducted to train all faculty and staff to use the Virginia VIEW System.

2. All students are currently receiving instruction in the use of the computer.

3. A Virginia VIEW Workshop will be conducted at a Parent-Teacher-Student Organization meeting. There will also be an opportunity to be come familiar with the resources in the career center.

4. A directory of local employment opportunities and career resource persons will be secured.

Contribution to Vocational Guidance:

Because of the economically depressed condition in the area at the present time, there is a great need to emphasize vocational opportunities for all students. This project will combine efforts of the school with efforts of the parents in the career decision making process. Career exploration at the middle school level can assist the decision-making process concerning course selection at the high school level.

IMPROVING

VOCATIONAL GUIDANCE AND COUNSELING

FOR

SPECIAL NEEDS STUDENTS

ABSTRACT

SPECIAL POPULATIONS AND VOCATIONAL EDUCATION (SPAVE)

Buckingham County Public Schools

Project Director(s):

Dr. Donald L. Futten
Supervisor of Secondary Instruction
Buckingham County Public Schools
School Board Office
Buckingham, VA 23921
(804) 969-4212

Objectives:

1. To develop and implement a model inservice training program for counselors and vocational teachers who provide services to handicapped children.

2. To plan and implement practicum experiences for vocational educators and counselors in dealing with special populations.

3. To plan and implement vocational education activities for special populations at four residential camps for the handicapped.

4. To provide educational microcomputing experiences to a large target population of handicapped children and youth.

Procedure for Implementation:

1. Buckingham County Public Schools and VPI&SU, Theraputic Recreation Department will work cooperatively in planning and implementing all project activities.

2. A series of workshops will be held focusing on effective ways educators can work with various special populations.

3. Counselors and vocational teachers will participate in practicums during three weekend camps for the handicapped at Camp Virginia Jaycee.

4. Counselors and vocational teachers will participate in a practicum during a week-long summer camp for the handicapped at Camp Easter Seal.

5. Counselors and teachers will conduct vocational education activities for handicapped children and youth at Camp Virginia Jaycee and Camp Easter Seal.

6. Handicapped populations will be exposed to the microcomputer during their camping experiences. A mobile computer classroom will be utilized in carrying out this activity.

Contribution to Vocational Guidance:

Project SPAVE will contribute to Vocational Education by providing training and practicum opportunities to counselors and vocational educators in an area of need. They will be better able to cope with an understanding special populations and their unique needs. In addition, a large handicapped target group will benefit directly and indirectly from this project. This target group will include the following: (1) EMR's, (2) TMR's, (3) Physically handicapped, (4) ED's, (5) Multiple handicapped, (7) Severely handicapped, and (8) Profoundly handicapped.

ABSTRACT

VOCATIONAL GUIDANCE AND WORK ADJUSTMENT FOR TRAINABLE MENTALLY RETARDED A MODEL PROGRAM

Montgomery County Schools

Project Director(s):

Mrs. Christina T. Gilley
Coordinator of Special Education
Montgomery County Public Schools
P.O. Box 29
Christiansburg, VA 24073
(703) 382-4901

Objectives:

1. To develop and implement a program for trainable mentally retarded and low-functioning educable mentally retarded students to increase appropriate vocational classroom placement and to improve their job seeking and job holding skills.

2. To develop and implement prevocational exploration programs for TMR and low-functioning EMR students.

3. To provide work adjustment training for target population in order to phase students into school-based vocational programs and to improve their performance in these programs.

4. To identify appropriate vocational placement and IEP objectives through vocational assessment for the target population.

5. To develop curriculum objectives and programming goals for target population related to vocational training and services.

6. To train project staff regarding work adjustment activities and vocational programming for the target population through observation of model programs and consultation with program staff.

Procedure for Implementation:

1. Initiate a model program to provide work adjustment training through contracted services with New River Valley Workshop for high school TMR and low-functioning EMR students.

2. Conduct #1 assessments on target population to appropriately place students in school-based vocational programs and to develop IEP objectives.

3. Provide project staff training in career planning, vocational training, and work adjustment as related to the target population through observation and involvement in contracted services with New River Valley Workshop.

4. Develop a vocational component of the TMR curriculum and program goals and objectives for TMR students for the Montgomery County Vocational Education/ Special Education Three Year Plan through knowledge and experience gained through this project.

Contribution to Vocational Guidance:

If the goal of public school special education services is to assure that students obtain the necessary skills for independent living and full employability then it becomes evident that steps must be taken to identify student's vocational strengths, weaknesses, and interests to assure that appropriate goals become part of each students' IEP. This project addresses these elements for a population of students which is often ignored. An increased emphasis must be placed on the inclusion of vocational, guidance, and special education staff in the development of services for TMR students if they are to be successful within school-based vocational training programs. Work adjustment and transition services should be provided to more effectively provide for these students in an effort to achieve success in the area of vocational preparation.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING FOR STUDENTS WITH SPECIAL NEEDS

Southside Virginia Community College

Project Director(s):

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Objectives:

1. To plan and develop a Career Information Center for students with special needs.
2. To develop career information materials for students with special needs.
3. To develop a booklet for distribution to the institution listing the types and kinds of career information that are available for use.
4. To develop a career module to be included in the Cooperative Career Development Program.
5. To develop an alumni Talent Bank.

Procedure for Implementation:

1. Formation of a Career Information Center Advisory Committee and review of current career materials.
2. Development of career information materials.
3. Development of dissemination materials.
4. Formation of a Career Information Center for special need students.

Contribution to Vocational Guidance:

The target groups who may benefit from the results of this project are Southside Virginia Community College day and evening students as well as certain special segments of the service area population as described in the target population.

The results of this project may be used to improve vocational education in a number of ways. Students considering a particular vocational education program will have a ready source of career data about their field(s) of interest so that better program choices may be made. Students already enrolled in vocational education programs will have greater access to employment information and other data on their chosen field through the use of the Talent Bank. Students will be better equipped to market their job skills through the development of job-seeking and job-keeping skills. Southside Virginia Community College faculty and administrators will have information available to assist them in keeping vocational education programs at a state-of-the art level. The final result of the project will be to help break the student out of the closed loop of low unemployment and little education.

ABSTRACT

A HOLISTIC APPROACH TO CAREER DEVELOPMENT AND LIFESTYLE PLANNING FOR DISPLACED HOMEMAKERS

Thomas Nelson Community College

Project Director(s):

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Objectives:

1. To develop competencies, instructional strategies, performance objectives and instructional materials for a career-decision making/lifestyle planning seminar series based upon the special needs of displaced homemakers.

2. To prepare field test versions of:

   a. A career decision making/lifestyle planning participants manual and a seminar facilitators guide.

   b. Complimentary audio-visual and computer software instructional materials.

   These materials will be field tested in a seminar in a community college setting. Local experts on displaced homemaker will review the seminar series, audio-visual and computer software and instructional materials.

3. To prepare camera-ready for the final participant and facilitator manuals, revised according to field test outcomes, and print one thousand copies of each.

4. To provide, in cooperation with the Peninsula Displaced Homemakers Task Force, four area conferences on the implementation of the programs. Facilitator guides and instructional materials for college educators and helping professionals will also be prepared.

Procedure for Implementation:

Competencies, instructional strategies, performance objectives and instructional materials for a career-decision making/lifestyle planning seminar series will be developed. The materials will be field tested through a seminar in a community college setting. Local experts on displaced homemakers will review the seminar series, audio-visual and computer software and instructional materials. One thousand copies of the participant and facilitator manuals will be printed. The project will cooperate with the Penninsula Displaced Homemakers Task Force in providing four area conferences on the implementation of the programs, guides, and instructional materials for college educators and helping professions.

Contribution to Vocational Guidance:

Although there is a pressing need for career decision making and lifestyle planning services for the growing number of displaced homemakers on the Virginia Peninsula, there are no such services in existence at this time. Traditional career development programs do not address the special needs of the displaced homemakers. This project will involve an examination of the career development needs of the displaced homemaker. Outcomes will include:

1. Participant and facilitator guides to assist in the implementation of career development/lifestyle planning seminars for displaced homemakers.

2. A bibliography of currently available audio-visual and computer software.

3. Original audio-visual and computer software.

4. A curriculum for a career-decision-making/ lifestyle planning seminar series.

5. In-service sessions on implementing the series.

ABSTRACT

ENHANCING MINORITY CAREER DEVELOPMENT THROUGH COOPERATIVE EDUCATION

Virginia Commonwealth University

Project Director(s):

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Objectives:

1. Increase the number of minority students who participate in the Cooperative Education Program by 10 to 15 percent.

2. Improve parental understanding of the opportunities cooperative education offers to minority students.

3. Increase faculty awareness of the importance of cooperative education to minority student development.

4. Provide employment opportunities which lead to upward mobility for minority students.

5. Increase employer involvement in the undergraduate education of minority students through positions which relate to academic preparation at the university.

6. Improve employer's ability to attract and retain entry-level minority professionals.

Procedure for Implementation:

1. Establish an advisory board to enhance linkages between parents, students, faculty and employers.

2. Initiate a support program, in conjunction with the University's Special Services Program, to facilitate comprehensive academic and career decision-making at the collegiate level, including careful consideration of the Cooperative Education Program.

3. Provide special workshops for faculty and parents to heighten their awareness of the benefits of cooperative education to minority students.

4. Develop a newsletter, a slide/tape presentation, curriculum and workshop materials to promote understanding of cooperative education.

Contribution to Vocational Guidance:

In recent years, research has demonstrated that participation in cooperative education contributes significantly to the career development of college students. Yet, mounting evidence indicates that minority students do not tend to take advantage of this type of program. This project is designed to address the major support system of minority students (parents, peers, and faculty) in an attempt to increase their participation in cooperative education.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING FOR HANDICAPPED PERSONS WITH SPECIAL NEEDS

Virginia Department of Rehabilitative Services

Project Director(s):

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Objectives:

1. To improve the guidance and counseling services of Virginia Department of Rehabilitative Services (DRS) handicapped clients by improving and expanding the computerized capabilities of its vocational evaluation units and psychological services.

2. To prepare more accurate and efficient vocational evaluation and psychological reports by utilizing machine scoring and reporting software.

3. To free up the time vocational evaluations and psychologists use to hand score, interpret, and manually report test results that can be committeed to serving more handicapped individuals.

4. To reduce clerical time currently necessary for typing, correcting and filing vocational evaluation and psychological reporting data.

5. To increase the amount of data available to vocational evaluators and psychologists via the software packages, thus providing counselors with more complete information relative to their handicapped clients.

6. To improve the job opportunities and employability of handicapped individuals through computerized programs to help them prepare for jobs, find and obtain suitable employment, and then keep their jobs.

7. To provide at least 300 handicapped individuals in the Wytheville and Roanoke areas with computerized vocational evaluation and psychological services in support of their guidance and counseling needs.

Procedure for Implementation:

The project directors will select a committee of key individuals consisting of a vocational evaluator supervisor, a psychologist, a training specialist, and a vocational rehabilitation counselor to coordinate and evaluate the project. Implementation will begin with the purchase of selected software packages that will be used during the project period. The committee will then review the software, learn how to use it with the existing computer equipment, and prepare a training program for the staff who will be directly involved in serving the handicapped clients identified herein. A computer programmer will set up the equipment in the two evaluation units and make any adjustments necessary to ensure the proper functioning of the programs. The project directors and a computer programmer will train the clerks, vocational evaluators and psychologists to use the computer equipment and software. They will present an overview of the project, its objectives, and the expected outcomes to all staff who will prepare and use the evaluation and psychological reports to plan guidance and counseling services. The committee will develop a formal set of evaluation procedures and use them to monitor the accomplishment of the project objectives.

Contribution to Vocational Guidance:

Vocational evaluation and psychological assessment are essential for planning appropriate guidance and counseling and vocational training services for most adult handicapped DRS clients and the special education students in public schools. These services are also appropriate for non-handicapped students when administrators need more concrete information to develop the IEP. Computer support of these guidance and counseling related services will improve their quality, efficiency, accuracy, and comprehensiveness, and enable staff to commit their time to serving more students. Their efforts will also be diverted from mechanical activities to more appropriate professional services to meet the students' needs.

The project will produce an evaluation report that can be used by school administrators to replicate the program. DRS will also serve a substantial number of in-school disable youth who will be referred to the local rehabilitation counselor for evaluation and counseling.